



**TELPAS**



# Introduction

## General Information About TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - holistically rated student writing collections
  - holistically rated observational assessments of listening and speaking

Students' answers to online tests, ratings from holistically rated assessments, and all other student data are submitted through the Assessment Management System.

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the assessment window of March 19 through April 11, 2012.

## Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS who have parents that have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.



Calendar of  
Events



Checklist for  
TELPAS  
Administrations

## NOTES



ARD Committee  
Resources

LPAC Resources

The rare circumstances in which a student may not be required to participate in one or more TELPAS language domains include:

- **ARD Decisions.** In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well-supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
- **Newly Enrolled ELLs—Holistically Rated Domains.** An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window (March 19) will not be assessed by the receiving district in the holistically rated domains. However, newly enrolled students in grades 2–12 are required to take the TELPAS reading test.

**NOTE:** ELLs in grades 2–12 who enter U.S. schools in the second semester of the school year are no longer eligible to automatically be assigned a rating of beginning without taking the reading test. The students are required to take the test and will receive scores based on their test performance.

## Holistically Rated Assessments

### Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the ELPS. Raters are required to complete holistic rating training annually. The training is launched from the Texas TrainingCenter website, which requires usernames and passwords for access.

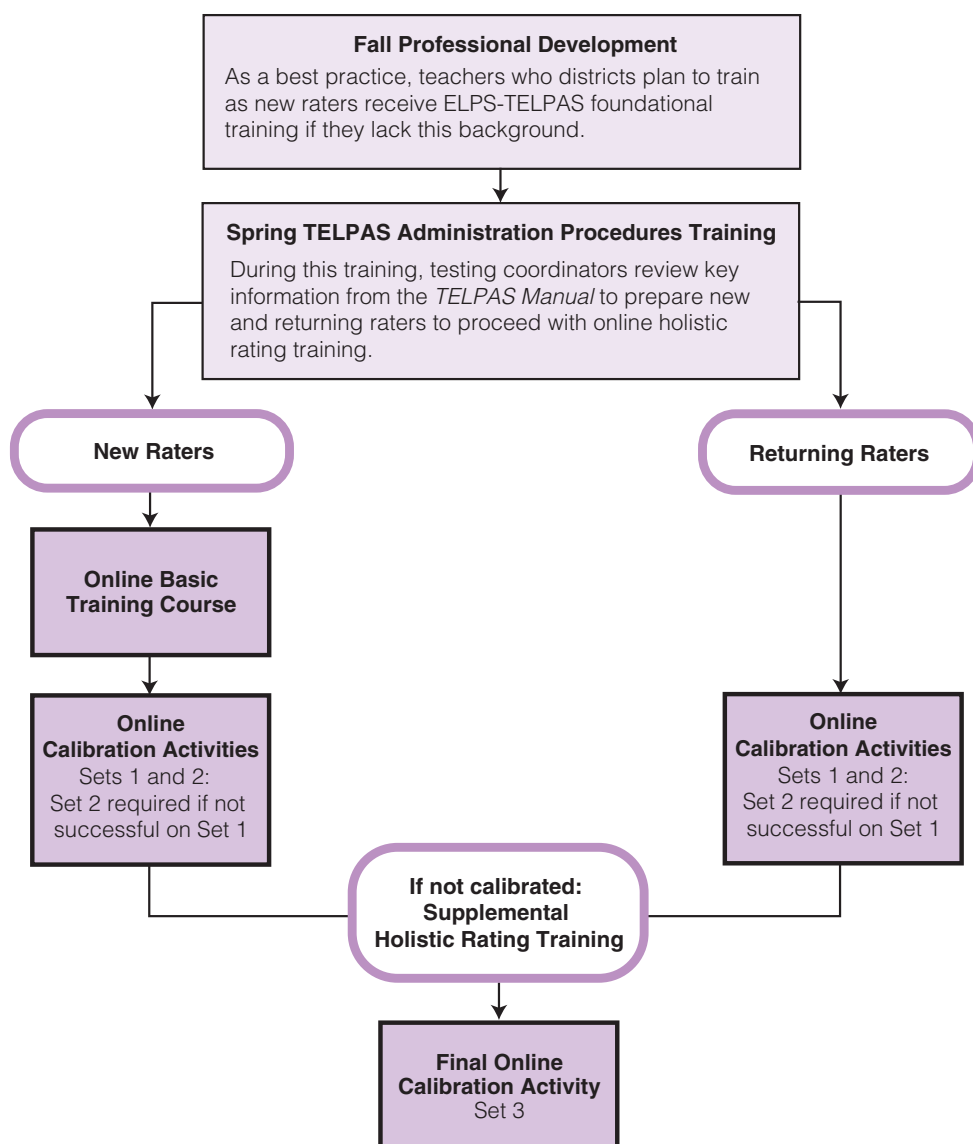
District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. The training status of raters (completion and performance) is captured electronically and reported through the TrainingCenter's learning management system functionality. This functionality provides information to help coordinators arrange for and monitor rater training.

The following chart outlines the steps and components of the holistic rating training process. As shown, online holistic rating training is preceded by TELPAS administration procedures training, which is conducted by testing coordinators. The training requirements for new versus returning raters differ.

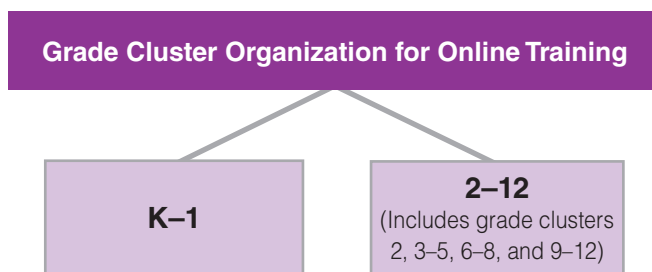


Texas  
TrainingCenter

# Grades K–12 Holistic Rating Training Flowchart



The online basic training courses and calibration activities are grade cluster specific. K–1 training is separate from the other clusters both conceptually and within the TrainingCenter website because of developmental differences between K–1 and older students.



## NOTES



Coordinator  
Manual Resources

Teachers must be assigned to complete rater training in the grade cluster that corresponds to the grade levels of the students they will rate. There are special instructions for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

Refer to the following online resources for more detailed information:

- TELPAS Holistic Rating Training Requirements and Procedures
- Coordinator and rater user guides for the TELPAS section of the TrainingCenter

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 3 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

## Rater Credentials

A teacher (including a substitute teacher) selected to rate an ELL must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid education credentials such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

## Supplemental Support for Raters

TELPAS holistic rating training provides a system of supplemental support to assist raters who have not successfully calibrated by the end of set 2. This support helps prepare raters for the third and final calibration set.

Districts select individuals to serve as supplemental support providers. Districts are encouraged to train at least one supplemental support provider (more depending on the district's needs) for each of the following grade spans: K–1, 2–5, and 6–12. A district may request assistance from an ESC to meet supplemental support needs under rare circumstances; however, ESCs may not always be able to fulfill the need. Supplemental support providers access a recorded Web-based training presentation to receive their training.

A supplemental support provider must

- be a 2010–2011 fully trained and calibrated rater in the applicable K–1 or 2–12 span;
- complete the recorded Web-based training; and
- calibrate on either set 1 or set 2.

There are two basic models for providing supplemental support to raters. The models are described in detail in the recorded Web-based training.

### **1. Individual or group session**

Under this model, raters attend a one-on-one or group session with a supplemental support provider before completing their third and final calibration set.

### **2. Brief meeting followed by additional consultation at rater's request**

Under this model, the rater meets briefly with the supplemental support provider for instructions on resources to review. After reviewing the resources, the rater schedules time with the support provider to get clarification, if needed, before completing the third and final calibration set.

Under rare circumstances, if testing personnel determine that it is not possible for a rater to be assisted by a supplemental support provider, the individual may be directed to independently review key resources and proceed to the third calibration set.

To access the third calibration set, raters need a special access code, which keeps them from inadvertently completing the third calibration set before receiving supplemental support. The access code is sent to district coordinators and provided to supplemental support providers during the Web-based training.

## Assembling and Verifying Writing Collections

The process for rating writing in grades 2–12 differs from the observational process for rating listening and speaking. Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The rater section of the *TELPAS Manual* outlines specific requirements for assembling and verifying the contents of the collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TrainingCenter online course titled Assembling and Verifying Grades 2–12 Writing Collections may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.

## Key Holistic Rating Training Dates

The following table shows key dates and activities in 2012 to help testing coordinators plan for the holistically rated components of TELPAS.

Date	Activity
January 16	Assembling and Verifying Grades 2–12 Writing Collections course available
January 23–27	<i>TELPAS Manual</i> due in districts (available online in December)
January 27	End date for district coordinator training—all TELPAS components
January 30	Online basic training courses for new K–1 and 2–12 raters available
January 30	Supplemental support provider recorded Web-based training available
February 10	End date for campus coordinator training—holistically assessed components
February 20	End date for training raters and verifiers on administration procedures
February 20	Earliest eligibility date for TELPAS writing samples
February 20	Calibration window opens for new and returning raters—first 2 sets
February 29	Third and final calibration set available
March 19–April 11	TELPAS assessment window

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the live assessment.



## Accommodations Information

With the exception of braille tests, the majority of testing accommodations available for STAAR reading are available for students taking the TELPAS reading tests.

Information regarding accommodations allowable during TELPAS holistically rated assessments and online reading tests can be found on the Accommodation Resources page.



Accommodation  
Resources

## Paper Administrations of Reading Tests for Grades 2–12

In rare circumstances, a paper administration of a reading test for grade 2 or above may be authorized by TEA. If a student is affected by unusual circumstances such as those listed, a paper administration may be necessary. The rare circumstances that might require a student to test on paper are

- accommodations that are unavailable in the online testing mode;
- unavoidable technological problems that make administering the online test impossible; or
- other special situations in which computers or technology are lacking (such as homebound students, JJAEPs, jails, or detention centers).

Detailed instructions for submitting a formal request to TEA can be found on the Coordinator Manual Resources page. If the request is approved, TEA will notify the district coordinator and arrange for the shipping of paper materials. District coordinators should allow at least two weeks for processing the request and shipping materials.



Coordinator  
Manual Resources

If a paper administration of the TELPAS reading test is given to a student, the student's holistic ratings as well as all other student data must also be submitted on the paper answer document.

## Training

This section of the manual is intended to help coordinators understand the training process for district coordinators, campus coordinators, principals, raters, supplemental support providers, writing collection verifiers, test administrators, and technology staff. This section includes information about identifying testing personnel, preparing for training sessions, scheduling sessions, and signing oaths of test security.

Summary of TELPAS Training Requirements	
Who must be trained	Type of training needed
District coordinators	Annual training in TELPAS administration procedures
Campus coordinators	Annual training in TELPAS administration procedures
Principals	Annual training in general TELPAS administration procedures, including the role of principals in ensuring rating accuracy
Supplemental support providers	Annual online holistic rating training, supplemental support provider training, and training on administration procedures for the holistically rated assessments
Writing collection verifiers	Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections
Grades 2–12 reading test administrators, monitors, or assistants	Annual training in test security and TELPAS reading test procedures for grades 2–12
Raters	Annual online holistic rating training and training on administration procedures for the holistically rated assessments
Technology staff and others assigned to Assessment Management System roles (e.g., rating entry assistants, district coordinator assistants)	Annual training in test security and applicable TELPAS administration procedures



### Prepare for and attend district coordinator training session.

District coordinators should work with appropriate district and campus staff to plan for and carry out TELPAS administrations. You are the contact for all campus coordinators and all assessment-related communications in your district. It is your responsibility throughout the testing period to answer questions that arise in your district about TELPAS.

## ❑ Prepare for Training

Some of your key responsibilities for the TELPAS administration include the following:

- establishing procedures to identify and assess all eligible ELLs
- implementing processes to ensure that enough raters are designated and appropriately trained and that enough individuals are trained to provide supplemental support to raters
- implementing procedures to support the validity and reliability of the holistically rated assessments
- ensuring proper coordination with technology staff so that campuses are set up for the online reading tests
- training campus personnel on online administration and submission processes
- maintaining security and confidentiality throughout the assessment period

## ❑ Review TELPAS Administration Resources

- Read this *Coordinator Manual* and the *TELPAS Manual*. These are the primary policy and logistical manuals for TELPAS.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Resources page.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guide.
- Be familiar with how TEA PowerPoint presentations and other online resources about the holistically rated components can help with the training of new testing personnel.

## ❑ Attend Training

- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the regional ESC.
- All district coordinators must attend training annually.
- Bring this *Coordinator Manual* to the session.
- Bring notes of any questions you have and address them at the training session.



TELPAS MANUAL

TELPAS  
Resources



Assessment  
Management  
System User's  
Guide

TestNav 7  
Technical Guide

Texas  
TrainingCenter



Calendar  
of Events



Oaths

## □ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Your oath must be signed in the appropriate section after training and before handling secure test materials.
- Your oath must be signed in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept a statement of confidentiality that is displayed on screen when logging in to the Assessment Management System for the first time.
- Familiarize yourself with the security oaths for superintendents/chief administrative officers, campus coordinators, principals, technology staff, test administrators, writing collection verifiers, and raters.



## **Prepare for and conduct campus coordinator and principal training.**

### □ Designate Campus Coordinators

- Designate a campus coordinator for each campus with enrolled ELLs.
- In conjunction with you, campus coordinators are responsible for supervising online reading test processes for grades 2–12 and the training and administration processes for the holistically rated assessments.

### □ Schedule Campus Coordinator and Principal Training Sessions

- Schedule training sessions by the dates specified on the Calendar of Events.
- Training for the holistically rated components is completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process is completed by the latter date.
- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Plan each training session so that there is enough time for questions and discussion.



Calendar of Events

The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater's TELPAS Student Rating Roster prior to the final verification of student data.

## ❑ Distribute Manuals to Campus Coordinators

- Instruct your campus coordinators to review the TELPAS section of the *Coordinator Manual* and the appropriate resources for both the holistically rated components and the online reading test.
- Campus coordinators must also be familiar with the contents of the *TELPAS Manual*, which they will use to train raters and reading test administrators.
- If additional manuals are needed, order them in time for the training sessions.

## ❑ Prepare for and Conduct Campus Coordinator and Principal Training Sessions

Some key topics to cover at the training sessions include:

- Preparing for Testing
  - responsibilities of campus coordinator, principal, and other campus-level testing personnel
  - testing manuals and other testing resources
  - verifying that student records of all ELLs are in the Assessment Management System
  - assessing all eligible students
  - scheduling reading test administrations for grades 2–12
  - designating and training raters, test administrators, and other testing personnel
  - testing accommodations
  - monitoring holistic rating training, including supplemental training
  - setting up reading test sessions in the Assessment Management System
- Test Security
  - test security policies, procedures, and oaths
- Test Confidentiality Requirements
  - active monitoring



*TELPAS Manual*

- proper testing procedures
- seating charts for grades 2–12 reading tests
- consequences of cheating for adults and students
- Holistic Rating Process
  - assembling and reviewing writing collections
  - implementing and documenting procedures for ensuring rating validity and reliability
  - entering and verifying holistic rating information
  - collecting and storing TELPAS Student Rating Rosters and student writing collections
  - setting up rating entry groups in the Assessment Management System
- Student Data Elements and Online Testing Score Codes
  - verifying student identification, demographic, and program information
  - entering score codes
  - supplying and verifying Years in U.S. Schools data



## Prepare for and attend campus coordinator training.

### □ Prepare for Training

As campus coordinator, you are the contact person for all TELPAS-related communications at your campus. You will need to be able to answer questions about TELPAS administrations and resolve any problems that occur during the testing window.

You are the liaison between the district coordinator and your campus. In cooperation with the district coordinator, it is your responsibility to train campus testing personnel and coordinate and monitor campus-level assessment processes. Some key responsibilities include ensuring that

- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS test administrators and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- reading test sessions are scheduled and actively monitored, and students have the opportunity to use the online reading test tutorials for the browser-based version of TestNav;
- online test sessions and rating entry groups are created;

NOTES



TELPAS MANUAL

TELPAS  
Resources



Assessment  
Management  
System User's  
Guide

TestNav 7  
Technical Guide

Texas  
TrainingCenter



Calendar  
of Events



Oaths

- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System, and all eligible students are assessed;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

## □ Review TELPAS Administration Resources

- Read this *Coordinator Manual* and the *TELPAS Manual*, which you will use to train raters and test administrators. These are the primary policy and logistical manuals for TELPAS.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Resources page.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guides.
- Be familiar with how TEA PowerPoint presentations and other online resources about the holistically rated components can help with the training of new testing personnel.

## □ Attend Training

- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- Bring this *Coordinator Manual* and the *TELPAS Manual* to the session.
- Bring notes of any questions you have to the training session.

## □ Review and Sign Oath

- Become familiar with the section “Test Security and Confidentiality Requirements” in this manual. Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as completed.

- Your oath must be signed in the appropriate section after training and before handling secure test materials.
- Your oath must be signed again in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept a statement of confidentiality that is displayed on screen when logging in to the Assessment Management System for the first time.

Return your oath to your district coordinator after all test materials have been returned.



## Prepare for and conduct technology staff training.

### ☐ Designate Technology Staff

- Technology staff are responsible for technology and computer system administration.
- Technology staff should be available for assistance during test sessions to address technology problems that might occur during testing.
- Depending on district resources, members of the technology staff may include campus coordinators, principals, and test administrators, in addition to district-level technology personnel.
- Ensure technology staff sign the technology oath.

### ☐ Schedule and Conduct Technology Staff Training Sessions

- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.
- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign an oath.
- During the course of test administrations, technology staff may need:
  - to be in the testing room;
  - to access secure testing materials;
  - to communicate to support staff the status of online testing and student answer files.
- Technology staff are responsible for becoming thoroughly familiar with the online testing processes, technical manuals, and documents, as well as ensuring:



*Assessment  
Management  
System User's  
Guide*

*TestNav 7  
Technical Guide*



- administrative rights necessary for installing software are obtained;
- network infrastructure and computers have been assessed and meet the uniform system requirements; and
- all testing software is properly installed, configured, and tested.

## ❑ Direct Technology Staff to Review Materials for Online Activities

Technology staff should be directed to review the following resources for online testing and the TELPAS user guides for online holistic rating training if they are asked to assist with technology aspects of holistic rating training.

- The *Assessment Management System User's Guide* provides details for navigating and using resources of the Assessment Management System.
- The TestNav 7 Technical Guide provides information about navigating TestNav and conducting online administrations.



## Coordinate supplemental support provider training.

Testing coordinators are responsible for designating supplemental support providers and ensuring that they complete their annual Web-based training.

## ❑ Designate Supplemental Support Providers

- District coordinators should designate enough supplemental support providers to cover the needs of your district. Reviewing the number of raters who were unable to calibrate by the end of calibration set 2 last year may help you anticipate this year's needs.
- Districts are encouraged to have at least one supplemental support provider for each of the following grade spans: K–1, 2–5, and 6–12. Districts with high numbers of ELLs may find it beneficial to have supplemental support providers on some or all campuses. Under rare circumstances, a district may request assistance from an ESC to meet supplemental support needs; however, ESCs may not always be able to fulfill the need.
- For information about supplemental support provider credentials and models for providing supplemental support, see the TELPAS Introduction.

Staff designated to serve as supplemental support providers must attend the annual administration procedures training for raters, complete Web-based holistic rating training for the current year, and sign the rater oath.



Texas  
TrainingCenter

*Assessment  
Management  
System User's  
Guide*

*TestNav 7  
Technical Guide*



## ☐ Ensure That Supplemental Support Providers Complete Training

- In addition to completing rater training, all supplemental support providers are required to complete the current year's Web-based supplemental support provider training.
- The training will be delivered through a Web-based recorded presentation, which is accessible from the coordinator resources section of the TrainingCenter.
- Be sure to give each supplemental support provider coordinator access to the TrainingCenter. They need a coordinator account to access the training.
- There is separate training for each of the following grade spans: K–1, 2–5, and 6–12.
- The training will be available beginning January 30. The district coordinator, or campus coordinator if applicable, is responsible for monitoring that each supplemental support provider completes the training. A sample training sign-in sheet and certificate of completion will be provided.

## Plan for and conduct administration procedures training for raters and writing collection verifiers.

### ☐ Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.
- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window. See the TELPAS Introduction for more information about rater credentials.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content area teachers as raters since TELPAS ratings must reflect the ability of students to understand and use English during content area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

## ❑ Schedule Test Administration Procedures Training for Raters and Verifiers

- The end date for conducting this training is February 20. If necessary, additional individuals may be trained after this date to address extenuating circumstances.
- This training is required annually for staff assigned to these roles.

## ❑ Distribute *TELPAS Manual* to Raters and Verifiers

- Distribute the *TELPAS Manual* to raters and verifiers before their training session.
- Direct raters and verifiers should prepare for their training by thoroughly reading the sections of the manual that address the holistically rated assessments.

## ❑ Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include the following:
  - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
  - how test security, confidentiality, and integrity apply to the holistically rated assessments
  - fundamentals of the holistic rating process for raters who do not yet have this background
  - a review of the Web-based holistic rating training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, arrangements for supplemental training, rating support policy for any raters who do not successfully calibrate, and how to log in to and update user information in the TrainingCenter
- Make sure new raters understand which training to take and for which grade clusters.
- A planning roster of raters who have completed holistic rating training within the last three school years according to state records is provided in the TrainingCenter. This roster may assist testing coordinators in determining which raters need to complete new rater training. TEA recommends that returning raters who have not completed training within the last three school years repeat new rater training.
- Reinforce the importance of raters being well-trained to use the PLD rubrics by reviewing corresponding sections of the manual.
- You may wish to assign raters and verifiers to complete or review the TrainingCenter online course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources page.



Texas  
TrainingCenter

TELPAS  
Resources

- Allow enough time in the training session for questions and discussion.

## **Plan for and conduct training for reading test administrators.**

### **Designate Reading Test Administrators**

- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet your campus needs.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the STAAR section of the manual.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

### **Schedule Reading Test Administrator Training**

- All test administrators, online session administrators, and monitors are required to have annual training in general and TELPAS-specific assessment procedures.
- This training is required annually for staff assigned to these roles.
- The end date for this training is March 16, 2012. If necessary, additional training may be conducted after this date to address extenuating circumstances.

### **Distribute *TELPAS Manual***

- Distribute the *TELPAS Manual* in time for trainees to read before the training session.
- Direct them to prepare for their training by thoroughly reading the sections of the manual for test administrators and applicable sections of the following online resources:
  - the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System
  - *TestNav 7 Technical Guide*, which provides information about navigating TestNav and conducting online sessions.

### **Conduct Test Administrator Training**

- Review the test administrator duties in the *TELPAS Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of



*TELPAS Manual*

*Assessment  
Management  
System User's  
Guide*

*TestNav 7  
Technical Guide*

cheating, and use of TestNav and the Assessment Management System to fulfill their roles.

- Test administrators can use the Practice Center to practice using the Assessment Management System without affecting real data. A separate user ID and password are required for the Practice Center.
- Allow enough time in the training session for questions and discussion.

## **Designate and train rating entry assistants, if applicable.**

### **Designate Rating Entry Assistants**

- If desired, assign staff to assist with entering holistic rating information from the TELPAS Student Rating Rosters into the Assessment Management System.
- This role within the Assessment Management System may be assigned to raters or other designated personnel.
- Unlike the role of online session administrator, this role cannot be assigned permission to set up rating entry groups.

### **Train Rating Entry Assistants**

- Any staff assigned to this role must read applicable sections of the *TELPAS Manual* and attend annual TELPAS administration procedures training for raters. In addition, they must be trained to use the applicable Assessment Management System components.

## **Monitor holistic rating training.**

District and campus coordinators are responsible for monitoring that raters complete their online holistic rating training requirements and receive supplemental training as needed.

### **Receive Login Information for the Texas TrainingCenter**

- New district coordinators receive a user account e-mail notification for the TrainingCenter.
- If you have not been assigned a username and password, contact Pearson's Austin Operations Center at 800-252-9186.
- Refer to the coordinator's user guide for the TrainingCenter for more information about logging in to the system and granting administrative access to individuals.



Practice Center



Roles and  
Permissions  
Document



Texas  
TrainingCenter



TELPAS  
Coordinator's User  
Guide for Online  
Holistic Rating  
Training

## ■ Use TrainingCenter Resources to Monitor Holistic Rating Training

- To assist testing coordinators in ensuring the proper training of raters, the status of raters on training and calibration activities is made available in several ways in the Texas TrainingCenter.
- TrainingCenter tools and reports provide authorized personnel with the following information. ESC, district, and campus personnel with access to the coordinator section of the TrainingCenter are able to see reports for their access level and below.
  - **Statewide rater lookup tool.** Makes it possible for authorized personnel to look up the online holistic rating training history of individual raters throughout the state.
  - **Planning roster of returning raters.** Uses records from the 2008–2009, 2009–2010, and 2010–2011 school years to generate a list of previously trained raters.
  - **Course completion roster.** Lists online basic training course completion and in-progress status and performance by user for the current year.
  - **At-a-glance report.** Lists online basic training course and calibration status for all registered users for the current year.
  - **Calibration summary report.** Provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined.
  - **Training certificates and professional development hours.** Generated for raters who complete training courses and calibration activities.
    - A certificate of completion is issued when a rater completes the online basic training course.
    - A certificate of successful completion is issued when a rater demonstrates sufficient calibration (70 percent or better) on a calibration set.
    - Five hours are awarded for the K–1 and 2–12 basic training courses, and two hours are awarded (in all) for calibration.

There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics. The course completion roster does, however, indicate performance on the practice activities as well as time spent in each domain module so that coordinators can effectively monitor the initial training of new raters.

## ❑ Establish Supplemental Support Model and Monitor Training

- In accordance with the support model descriptions in the TELPAS Introduction, choose one or more models to meet campus needs.
- Supplemental support must be provided before calibration set 3. Coordinate with the supplemental support provider to establish a training schedule.
- Supplemental support providers give raters an access code that they need to be able to begin calibration set 3.

## Prepare for the TELPAS Administration

### **Oversee assembly and verification of grades 2–12 writing collections.**

#### **Ensure That Proper Writing Collections Are Assembled and Verified**

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus's writing collections.
- Student writing assigned on or after February 20, 2012, may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- It is recommended for verification of the writing collections to occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the *TELPAS Manual*.
- Through your oversight, reinforce the importance of
  - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
  - assembling writing collections that portray the students' overall ability to express themselves in writing in English.

While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

### **Establish procedures to ensure validity and reliability.**

#### **Establish Procedures**

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration. The procedures required by the district may be districtwide or may vary by campus.



*TELPAS Manual*



**All Language Domains, K–12:**

- Raters collaborate with other teachers of the students in determining the students' ratings. (The other teachers may or may not be raters.)
- Raters collaborate with each other or with supplemental support providers in determining the ratings of students near the border between proficiency levels.

**Writing, Grades 2–12:**

- A district-determined selection of writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

- Fostering collaboration among teachers is particularly important when students have different content-area teachers. Collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

**❑ Maintain Documentation of Procedures Followed**

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

**❑ Implement Rating Support Requirements for Individual Raters**

- During the live administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- To accomplish this, calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual's students, or calibrated raters may determine ratings for the individual's students separately and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate must be provided rating support in all domains.



*Assessment  
Management  
System User's  
Guide*



*User Roles and  
Permissions*

## **Login and assign user access to the Assessment Management System.**

### **Receive Login Information for the Assessment Management System**

- New district coordinators receive a user account e-mail notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a user ID and password, contact Pearson's Austin Operations Center at 800-627-0225.
- Refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators as needed.

## **Create user accounts for campus personnel and technology staff.**

Coordination and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus. Keep in mind the different permissions associated with different roles such as online session administrators, online test administrators, TELPAS rating entry assistants, etc. Each district is responsible for assigning these roles as appropriate for its situation.

### **Become Familiar with User Roles and Permissions**

- Refer to the User Roles and Permissions for the Texas Assessment Management System document for a complete description of roles and associated permissions.

### **Create Role-Specific User Accounts for Testing Staff**

- District coordinators may create user accounts for test administrators and other staff, or delegate the task to campus coordinators.
- District and/or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- Keep in mind that rating entry assistants have permission to enter and edit holistic rating data but not set up rating entry groups.
- All staff members accessing the Assessment Management System must be issued a user ID and password.

When users leave the district or need to be removed from the system for other reasons, their access must be locked.



## **Ensure that testing infrastructure is in place, configure test delivery system, and conduct test of online testing system.**

### **□ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place**

The Unified Texas Minimum System Requirements document provides a listing of minimum and recommended levels of functionality with respect to the network's minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav setup, and hardware and software requirements.

Technology staff and computer system administration must

- ensure that the network infrastructure and computers meet the uniform minimum system requirements;
- coordinate with the district coordinator to ensure successful online administrations; and
- review applicable technology documents, accessible from the Resources page of the Assessment Management System.

Technology staff must

- disable any automatically launching applications such as screensavers, scheduled virus scans, e-mail notification alerts, detectors, instant messenger programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters, which can be found in the "Intermediate Network Devices" section of the *TestNav 7 Technical Guide*;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid bandwidth activity on those days.

Contact Pearson's Austin Operations Center at 800-627-0225 if you require technical assistance.



Unified Texas  
Minimum System  
Requirements



## ❑ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Previously installed TestNav and proctor caching software from all server and local installation areas must be removed.
- Purge all test information cached using the previously installed proctor caching software.
- After removing old software, install new software and tools prior to testing:
  - proctor caching software
  - Proctor Caching Testing Tool

Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *TestNav 7 Technical Guide*.

## ❑ Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. It is recommended that technology staff perform these tests to ensure successful test delivery, particularly if a coordinator's campus is new to online testing.

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.
- Texas Practice Test. Use this testing tool to check the functionality of TestNav.
- Proctor Caching Testing Tool. Use this testing tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.



## Plan for online test administrations.

### □ Become Familiar with the Assessment Management System Practice Center

- The Practice Center is where testing personnel can practice the test administration tasks without affecting real data. Some of the tasks that can be practiced include the following:
  - creating sample students
  - registering students
  - assigning sample students to additional groups and tests
  - placing additional orders
  - creating test sessions and rating entry groups and assigning students
- Access to the Practice Center is set up in the same manner as access to the Assessment Management System operational site, but requires a separate user ID and password.

### □ Become Familiar with the TELPAS Online Reading Test Student Tutorials

- Student tutorials are available to assist students in becoming familiar with the online testing environment specific to TELPAS.
- The tutorials include instructions to be read aloud as students complete sample items. Students have the option of working through approximately 20 representative test items independently to become comfortable with the TELPAS online testing interface.
- The updated browser-based tutorials are available online from the Texas Assessment Resources page.
- Determine the best way to use the student tutorials with ELLs who have varying degrees of familiarity with the TELPAS online testing interface.



## Enter student data for the TELPAS administration.

Districts are responsible for ensuring the accuracy and completeness of the student data in preparation for the TELPAS administration.

## NOTES



Practice Center



Student Tutorials



## ❑ Enter or Upload Student Data

There are two options for uploading student data to the Assessment Management System.

- Pearson may upload student data using the October 2011 PEIMS submission.
- Districts may upload student data using a file created locally.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.

If you choose not to use the Student Data Upload feature, you can enter student data manually using the New Student Wizard.

Districts will receive e-mail notification that student data files have uploaded to the Assessment Management System.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data upload is based on a PEIMS extract should keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the CSV file, provide the Years in U.S. Schools data, and re-upload the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information concerning the student data file layout and a template for data file uploads, refer to the Texas Assessment Resources page.

## CC Verify and update student data elements.

### ❑ Download Files for Data Verification

District coordinators will notify you by e-mail that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification e-mail that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

### ❑ Verify Student Data Elements

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.



- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 reading and K–12 holistic rating). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System, including identification, demographic, and program information.
  - Program information should reflect the student's status at the time of testing.
  - Current information should be provided if the student is new to the district.
  - Current information should be provided if the student's program information or demographic information has changed since the October 2011 PEIMS submission.
  - If a demographic or program information field is left blank, data from the October 2011 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as "No information provided" for that element.

## ❏ Update the File

- Update the information in the correct fields in the registration file.

## Upload corrected student data files to the Assessment Management System.

### ❏ Upload Corrected Student Data Files

- Upload the updated file in the *Send Student Data* tab or make manual changes to student records.
- Only district coordinators have permission to upload these files.

Updates to student data in the Assessment Management System are applied to the reporting of assessment results but do not alter student information at TEA contained in the PEIMS file.

## **Verify years in U.S. schools data (grades 1–12 only).**

### **Verify Years in U.S. Schools Data Collection in Consultation with LPAC**

- Do not include kindergarten or prekindergarten in the counts. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.

0	First enrolled in U.S. schools during the second semester of 2011–2012 school year
1	First enrolled in U.S. schools during the first semester of 2011–2012 school year
2	Has been enrolled in U.S. schools for all or part(s) of 2 school years
3	Has been enrolled in U.S. schools for all or part(s) of 3 school years
4	Has been enrolled in U.S. schools for all or part(s) of 4 school years
5	Has been enrolled in U.S. schools for all or part(s) of 5 school years
6	Has been enrolled in U.S. schools for all or part(s) of 6 or more school years

## **Plan for administration of online reading tests and entry of holistic rating information.**

District and campus coordinators should ensure that reading test sessions and rating entry groups are created. Online session administrators can assist campus coordinators in setting up and managing online test sessions as well as setting up and managing rating entry groups. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.

### **Create Reading Test Sessions and Generate Student Authorizations**

- All ELLs in grades 2–12 must be assigned to a test session.
- In coordination with the district coordinator, campus coordinators should create reading test sessions at least one to two weeks prior to testing.
- Reading test sessions must be created before students can log in to TestNav to take the test.
- Ensure that proctor caching server is designated in the session details.
- Student authorizations contain the URL that students enter into a browser to access TestNav and the unique username and test code needed to log in to take an assessment.



Administrations in  
Alternative  
Education Settings



- Student authorizations should be printed at least one day before the test administration and stored in a secure location.

## ❑ Create Rating Entry Groups

- All ELLs in grades K–12 must be assigned to a rating entry group (if enrolled by the first day of the testing window).
- In coordination with the district coordinator, the campus coordinator should create rating entry groups at least one to two weeks prior to testing.
  - Rating entry groups can be set up according to campus preference. These groups may be arranged by raters, or any other campus grouping, however large or small.
- Rating entry groups are not dependent on reading test sessions, specific grade clusters, or reporting groups specified in your district's student data file upload.
- Rating entry groups must be created before students' ratings can be entered.



## Manage assessments of students who move.

These guiding principles apply for students who move around the time of TELPAS:

- If an ELL enrolls in a Texas public school BEFORE March 19 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.
- If an ELL enrolls ON or AFTER March 19, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- This is true whether the student enrolls from another Texas school or from another state or country.

## ❑ Sending Campus—Manage Students Who Withdraw BEFORE March 19

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 reading; K–12 holistic ratings), remove the test assignments.
- If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

**NOTE:** Unlike last year, it is not possible for a student to have TELPAS test assignments in multiple locations. The Assessment Management System allows only one test assignment for reading and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and reading test. Designate the student as absent if the campus is unable to give the reading test, though every effort should be made to test the student.

### ❑ Sending Campus—Manage Students Who Withdraw ON or AFTER March 19

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before March 19 but withdraw before the close of the window.
- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 reading test before moving, the test must be submitted for scoring.

### ❑ Receiving Campus—Manage Students Who Enroll BEFORE March 19

- The receiving campus is responsible for all TELPAS assessments.
- **K–1 and 2–12:** Add and assess the student as any other enrolled ELL.

### ❑ Receiving Campus—Manage Students Who Enroll ON or AFTER March 19

- **K–1:** Do not take any action. A K–1 student who enrolls on or after March 19, is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after March 19.
- **2–12:** Follow the instructions below to see if the student was given the reading test on another Texas campus. If yes, take no further action. If no, the receiving campus is responsible for the reading test.

### Instructions for Determining Whether Student Took Reading Test Elsewhere

- Use search feature in Register Students screen to determine if student's record exists in Assessment Management System (do BEFORE attempting to enroll or register student in Assessment Management System).
- If record not found, receiving district coordinator adds student either manually or through student data upload process.
- If record found, receiving campus clicks on the student's name to check reading test status in the Assigned Tests tab.
- If reading test taken, receiving campus takes no further action.
- If reading test not taken—
  - district coordinator moves student's reading test assignment from sending to receiving campus (if error message appears, contact Pearson for assistance); and
  - once assignment is moved, campus coordinator assigns student to online reading test session and administers test.
- More detailed instructions are found in *Assessment Management System User's Guide*.



*Assessment  
Management  
System User's  
Guide*

# Monitor TELPAS Administration



## Ensure proper testing procedures and answer questions.

### ☐ Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Be available to answer questions and resolve unusual problems or circumstances that may arise.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

### ☐ Ensure Proper Testing Procedures for Reading Tests

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed. The number of locations you visit and amount of time you spend at each location will depend on the size of your district.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual. Remember that improper testing procedures could result in the invalidation of students’ test results or potential penalties for testing personnel.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Manual*.
- Be available to answer questions and resolve any unusual problems or circumstances that may arise.

A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS reading testing procedures must be present in the testing room at all times during testing.



Problems and  
Solutions



TELPAS Manual

## ☐ Monitor Reading Tests

### Scheduling

- Each student must be allowed to work at his or her individual speed. Since the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test items before the end of the school day.
- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

### Testing Procedures

- Students who lack familiarity with the TELPAS online testing interface should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to converse during testing.
- Students must not use reference materials.
- Students are allowed to use scratch paper since they do not have test booklets in which to write notes. All scratch paper must be destroyed immediately after testing.
- Some students may finish a test earlier than others. After they have finished testing, students may be allowed to quietly read books or leave the testing room.

Test items are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the *TELPAS Manual*.

If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call TEA's Student Assessment Division at 512-463-9536.

## ☐ Become Familiar with Reports that Assist in Monitoring Completion of TELPAS Administrations

- Two reports assist in monitoring the entry of holistic rating data. These reports, which continuously update and display data, can be accessed by district coordinators, campus coordinators, online session administrators, and rating entry assistants.

- **TELPAS Holistic Rating Student Status Report (District and Campus Level).** This report lists current holistic rating data of all students within the selected district or campus and can be used to verify that the information from the TELPAS Student Rating Rosters has been entered accurately into the Assessment Management System.
- **TELPAS Holistic Rating Snapshot (District and Campus Level).** This snapshot displays the number of students whose holistic ratings are complete, in progress, or not started, and can be used to track the progress personnel make in entering holistic rating data during the testing window.
- Two reports show the combined status of students' reading tests and holistic rating data. These reports, which are updated three times a day, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
- **TELPAS Combined Status Report (District and Campus Level).** This report shows the status of each student within the district or campus on certain key elements that must be completed before the system will acknowledge a record as complete. The report enables coordinators to know whether holistic ratings and rater information have been entered, reading tests for grades 2–12 have been completed, and Years in U.S. Schools information has been entered.
- **TELPAS Summary Report (District Level).** This report displays by campus the number of students with each status (Not Started, In Progress, Completed, and Resolution Required) for the holistic rating and reading portions of TELPAS. The report gives district coordinators a quick overview of the progress campuses make in completing the assessments. It can be used before and during the verification window.

# Complete Administration Process



## Collect materials from raters and reading test administrators.

### ❑ Collect Rater Materials

- Before raters return their materials to you, they must
  - review the accuracy of any student data elements or test status information you have asked them to verify;
  - make sure that they have completed, signed, and dated the TELPAS Student Rating Roster;
  - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12); and
  - sign their oath.
- After you have collected the materials from the raters, you must confirm that all the steps above have been taken.
- Raters must return all rater materials to you. These materials include the following:
  - TELPAS Student Rating Roster
  - signed oath
  - student writing collections
  - *TELPAS Manual* (The manuals may be recycled. They will not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
  - signed TELPAS Student Rating Rosters (one year)
  - writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (two years)
  - signed oaths (five years)
  - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections must be kept in the students' permanent record files.

## ☐ Collect Reading Test Administration Materials

- After the final test session, reading test administrators must return all test materials to you. These materials include the following:
  - *TELPAS Manual* (The manuals may be recycled. They will not be returned to the testing contractor.)
  - signed oath
  - seating charts
  - Test Session Roster(s)
  - student authorizations (secure documents)
  - scratch paper (secure documents)
- Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.
  - Destroy the student authorizations and scratch paper.



## Ensure that assessment information is entered and verified.

For accurate accounting of enrolled students and reporting of results, it is important for holistic rating information and other score status codes to be entered correctly in the Assessment Management System. If you have questions about where to enter this information, refer to the *Assessment Management System User's Guide*.

## ☐ Enter and Verify Holistic Ratings and Rater Information

- Personnel assigned to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated.

### **X = ARD Decision**

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.



**E = Extenuating Circumstances**

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's reading test because the student withdrew during the testing window, do not add a test assignment for holistic ratings or mark "extenuating circumstances."

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

**A. What is the relationship of the rater to the student?**

1 = Bilingual Education Teacher

2 = ESL Teacher

3 = Elementary General Education Teacher

4 = Middle or High School General Education Teacher of Foundation (Core)  
Subject(s)

5 = Special Education Teacher

6 = Gifted and Talented Teacher

7 = Teacher of Enrichment Subject(s)

8 = No Domains Rated (E or X in every domain)

**B. Did the rater collaborate with others familiar with the student's progress in learning English?**

1 = Yes

2 = No

3 = No Domains Rated (E or X in every domain)

"No Domains Rated" must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.

## ☐ Verify Score Codes for Grades 2–12 Reading Test

- A student's test is automatically scored when the student clicks the **Final Submit** button at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.
- If a student does not take or complete the reading test, one of the following “do not score” designations must be selected when marking the student's test complete.

### **A = Absent**

Student absent throughout the testing window.

A student should not be marked absent if the student was absent on the testing days but also fits one of the score designations below.

### **X = ARD Decision**

Student does not participate in the grades 2–12 reading test on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

The test should be a meaningful measure of English language proficiency in reading for the vast majority of ELLs receiving special education services. A decision not to assess a student should be rare.

### **\* = TEA-Approved Paper Administration**

TEA-approved paper administration for a student.

This option should be used for a student who is already in an online reading test session in the Assessment Management System. All student information, including holistic ratings, must be marked on the printed scorable documents for these students.

### **O = Other Student Not to Be Scored**

Student experiences a test administration irregularity or illness during testing. If you are a sending campus and only responsible for a student's holistic ratings because the student withdrew during the testing window, do not place the student in a test session or mark a “do not score” designation.

### Mark Test Complete

A student's test should only be marked complete in a "do not score" situation or in the event the student forgot to click the **Final Submit** button and exited out of the test.

If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete. If the test is incorrectly marked complete, contact Pearson's Austin Operations Center.

Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

## ❑ Verify Accommodation Categories

If a student with a disability was allowed accommodations, the accommodation type or types must be selected. Accommodations are practices and procedures that provide equitable access to students during instruction and assessments. The following types of accommodations are included for TELPAS:

- Type 1—available for students who have a specific need and who routinely, independently, and effectively use the accommodation during classroom instruction and testing
- Type 2—includes the requirements of Type 1, along with additional specific eligibility criteria
- Type 3—requires the submission and approval of an Accommodation Request Form to TEA

Refer to the Accommodation Resources page for more information regarding accommodations and how to categorize them. Information about accommodations used by the student is collected as part of federal reporting requirements.



## Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 11, 2012. Student records must be verified as complete by 11:59 PM (CT), April 13, 2012. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.



Accommodation  
Resources



### ☐ Check the TELPAS Combined Status Report

This report shows the combined status of students' reading tests, holistic rating data, and Years in U.S. Schools data. It is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

Checkmarks on the TELPAS Combined Student Status Report and data in the TELPAS Holistic Rating Student Status Report are generated based on completion of information, not accuracy. District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records MUST be entered and verified by 11:59 PM (CT), April 13, 2012.

### DC Order optional reports.

#### ☐ Order Optional Reports Through Assessment Management System

- The deadline for ordering the TELPAS optional reports is April 13, 2012.
- Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

# TELPAS Index

\* = TEA-Approved Paper Administration score code, T42

## A

A = ABSENT score code, T42  
 Absence, marking in student data, T37  
 Accommodations, T9, T43  
 Administration resources for testing, T11  
 Alternative education settings, administration in, T32  
 ARD Committee (admission, review, and dismissal) decisions, T4  
   in "do not score" designations, T42  
   in holistic rating information, T40  
   in student data elements, T30  
*Assembling and Verifying Grades 2–12 Writing Collections*, T8, T19  
 Assessment Management System, T17  
   corrected data, uploading, T31  
   data, verifying and updating, T30–31  
   data entry in, T29–30  
   determining if students have already taken reading tests, T35  
   holistic ratings and rater information, entering and verifying, T40–41  
   optional reports, ordering, T44  
   role-specific user accounts, T26–27  
   score codes, verifying, T42–43  
   user access, assigning, T26  
 Assessment window. See TELPAS assessment window  
 At-a-glance report (TrainingCenter), T22  
 Authorizations. See Student authorizations

## C

Calibration sets, T5  
   preparation for third, T7  
   sufficient calibration, T22  
   and supplemental support providers, T7, T23  
 Calibration summary report (TrainingCenter), T22  
 Campus coordinator  
   and assessments for students who move, T33–34  
   designating and training, T12–T16  
   determining if students have already taken reading tests, T35  
   holistic rating training, monitoring, T21–23  
   online test administration, planning, T29  
   raters and writing collection verifiers, designating and training, T18–20  
   rating entry assistants, designating and training, T21  
   reading test administration, completing, T39–44  
   reading test administration, planning, T32–33

reading test administration, scheduling and monitoring, T37–38  
 security oath, T15–16  
 student data, verifying and updating, T30–31, T32  
 supplemental support providers, designating and training, T17–18  
 technology staff, designating and training, T16–T17  
 test administrator, designating and training, T20–21  
   and testing infrastructure, T27–28  
 testing procedures, T36–37  
 training, preparing for and attending, T14–T16  
 user accounts, creating, T26–27  
 validity and reliability procedures, T24–25  
 writing collections, overseeing assembly and verification, T24  
 Collaboration in rating process, T25, T41  
 Combined Status Report (District and Campus Level), T38  
 Course completion roster, T22

## D

Data verification, student, T30–31  
 Disciplinary Alternative Education Programs (DAEP), T9, T32  
 District coordinator  
   assessments for students who move, T33–34  
   campus coordinators, designating and training, T12–14  
   holistic rating training, monitoring, T21–23  
   online test administration, planning, T29, T32–33  
   optional reports, ordering, T44  
   principals, training, T12–14  
   security oath, T12  
   and student data, T29–30, T31  
   supplemental support providers, designating and training, T17–18  
   technology staff, designating and training, T16–T17  
   test administration, completing, T39–44  
   test administration, monitoring, T36–38  
   and testing infrastructure, T27–28  
   training, preparing for and attending, T10–12  
   user access and accounts, setting up, T26–27  
   validity and reliability procedures, establishing, T24–25  
 Do Not Score designations, T42

**E**

E = EXTENUATING CIRCUMSTANCES, T41  
 Eligibility requirements, T3–4  
 ELLs. See also Students, Student data  
     annual assessment, T3  
     districts with large numbers of, T17  
     entering school in second semester, T4  
     newly enrolled, T4  
     reclassification as non-LEP, T3

**F**

Firewalls, T27

**G**

Grade clusters, T3  
     calibration summary information for, T22  
     for online rater training, T5, T6  
 Grades 2–12  
     *Assembling and Verifying Grades 2–12*  
     *Writing Collections*, T8, T19  
     assessment components, T3  
     in online training, T5  
     newly enrolled students in, T4  
     paper test administration for, T9  
     rating process for, T8  
     supplemental support for raters, T7  
 Grades K–1  
     assessment components, T3  
     online training for raters, T5  
     supplemental support for raters, T7

**H**

Holistic rating process. See also Holistic rating training  
     rater credentials for, T6  
     principal's role in, T13  
     validity and reliability procedures, T15, T24, T36, T39  
     collaboration in, T25, T41  
 Holistic rating reports, T37–38  
 Holistic Rating Snapshot (District and Campus Level), T38  
 Holistic Rating Student Status Report (District and Campus Level), T38  
 Holistic rating training, T19–20  
     flowchart, T5  
     key dates, T8  
     monitoring by district and campus coordinators, T21–23  
 Holistically rated domains and newly enrolled ELLs, T4  
 Homebound students, T9

**I**

Individualized education program (IEP), T4, T40, T42  
 Intermediate network devices, T27

**J**

Jail, students in, T9  
 Juvenile Justice Alternative Education Program (JJAEP), T9, T32

**L**

Language domains tested, T3  
 Language proficiency assessment committee (LPAC)  
     administrators as writing collection verifiers, T18  
     and ARD decision for student to not participate, T4, T40, T42  
     and Years in U.S. Schools data, T32  
 LEP students, T3  
     See also ELLs, Students  
 Logging in as wrong student, T43

**M**

Migrant students, T34  
 Monitoring  
     completion of TELPAS administrations, T37–38  
     holistic rating training, T21–23  
     reading tests, T37  
     supplemental support provider training, T18

**O**

O = Other Student Not to Be Scored score code, T42  
 Online activities, materials to review (technology staff), T17  
 Online holistic rating training. See Holistic rating training  
 Online reading tests. See Reading tests, Test administration  
 Online testing environment, testing of, T28  
 Optional reports, ordering, T44

**P**

Paper administration  
     of reading tests (grades 2–12), T9  
     requesting, T9  
     score code for, T42  
     submitting ratings and other student data for, T9  
 PEIMS  
     code C, T3  
     in student data upload, T30  
     unaffected by updates in Assessment Management System, T31  
     and Years in U.S. Schools, T30  
 Planning roster of returning raters, T19, T22  
 Power management software, T27  
 Practice Center, T21, T29  
 Principal  
     reading test administrators, designating, T20  
     role in rating process, T13  
     signing Student Rating Rosters, T39  
     and testing procedures, T24–25, T36  
     training, T10, T12–T14  
 Proctor caching software, T28

Proctor Caching Testing Tool, T28  
 Professional development, T5, T18  
 hours awarded for training, T22

## **R**

Rater materials, collecting, T39  
 Raters (writing collections)  
   collaboration with others, T41  
   collecting materials from, T39  
   credentials, T6  
   designating and training, T18–20  
   planning roster in TrainingCenter, T19  
   relation to student, entering, T41  
   returning from previous years, T19, T22  
   statewide rater lookup tool, T22  
   supplemental support for, T7  
 Rating entry assistants  
   designating and training, T21  
   user roles and permissions, T21, T26  
 Rating entry groups, T14  
   creating and assigning students to, T33  
   user roles for, T21, T26  
 Rating process. See Holistic rating process  
 Rating support requirements for individual raters, T25  
 Reading test administrators  
   collecting materials from, T40  
   designating and training, T20–21  
 Reading test sessions  
   assigning students who have moved, T35  
   creating, T32–33  
 Reading tests  
   collecting materials after, T40  
   determining whether students took  
     elsewhere, T35  
   marking complete, T43  
   monitoring test completion, T37–38  
   monitoring tests, T37  
   online student tutorials, T29  
   paper administration (grades 2–12), T9  
   reports, T38  
   scheduling, T37  
   score codes, verifying, T42  
   sessions, creating, T32–33  
   testing procedures, T37  
 Reference materials (disallowed), T37  
 Register Students screen, T35  
 Reliability procedures, T24–25  
   documentation of, T25, T39  
 Reports  
   At-a-glance report, T22  
   Calibration summary report, T22  
   Combined Status Report (District and  
     Campus Level), T38  
   Combined Student Status Report, T44  
   Holistic Rating Snapshot (District and  
     Campus Level), T38  
   Holistic Rating Student Status Report  
     (District and Campus Level), T38, T44  
   Summary Report (District Level), T38

## **Rosters**

planning roster of returning raters, T19  
 Student Rating Roster, T39  
 Test Session Roster, T40

## **S**

Score codes, verifying, T42  
 Scratch paper, T37, T40  
 Screensavers, T27  
 Seating charts, T40  
 Security oaths  
   campus coordinator, T15–16  
   district coordinator, T12  
   rater, T39  
   retaining, T39, T40  
   supplemental support provider, T17  
   test administrator, T40  
 Send Student Data tab, T31  
 Software and tools for online administration,  
   T28  
 Statewide rater lookup tool, T22  
 Student authorizations  
   collecting, T40  
   generating, T32–33  
 Student data  
   entering, T29–30  
   uploading, T30, T31  
   verifying, T30–31  
   Years in U.S. Schools, T32  
 Student Rating Roster, T39  
 Students. See also ELLs, Student data  
   in alternative testing situations, T9  
   determining whether student took reading  
     test elsewhere, T35  
   eligibility requirements, T3–4  
   holistic ratings and rater information,  
     entering, T40–41  
   migrant students, T34  
   students who move, managing  
     assessments for, T33–35  
   tutorials for online testing, T29  
   who log in incorrectly, T43  
   withdrawing before TELPAS assessment  
     window begins, T31  
 Summary Report, (District Level), T38  
 Supplemental holistic rating training, T7  
 Supplemental support for raters, T7, T17, T23  
 Supplemental support providers  
   and access code for raters, T23  
   and calibration sets, T6  
   designating, T17  
   security oath, T17  
   training, T18

## **T**

Technology staff designating and training,  
 T16–T17  
 during test administration, T16

- software and tools, downloading and installing, T28
- and testing infrastructure, T27
- testing of online testing environment, T28
- TELPAS administration. See also Test administration
  - completing, T39–44
  - monitoring, T36–38
  - paper, T9
  - preparing for, T24–35
- TELPAS assessment window, T3, T8
  - students in class during, T18
  - and students withdrawing or enrolling, T33–34
  - verifying records as complete before, T43–44
- TELPAS Combined Status Report, T44
- TELPAS Student Rating Roster, T39
- TELPAS Writing Collection Cover Sheet and Verification Checklist, T39
- Test administration
  - in alternative education settings, T32
  - completing, T39–44
  - monitoring, T36–38
  - planning for, T29, T32–33
  - procedures training for raters, T19–20
  - resources, T11
  - software and tools for, T28
- Test Security and Confidentiality Requirements, T15, T36
- Test Session Roster, T40
- Testing environment (online), testing of, T28
- Testing irregularities, T30, T36
- Testing procedures, T36, T37
- TestNav
  - removing previous versions, T28
  - and technology staff, T17, T27–28
  - and test administrators, T20–21
- TestNav 7 Technical Guide, T17, T20, T27, T28
- Texas Practice Test, T28
- Texas TrainingCenter. See TrainingCenter
- Training
  - certificates, T22
  - for district coordinators, T11–12
  - holistic rating training, monitoring, T21–23
  - for principals and campus coordinators, T12–15
  - for raters and writing collection verifiers, T18–20
  - for rating entry assistants, T21
  - for reading test administrators, T20–21
  - requirements summary, T10
  - for supplemental support providers, T17–18, T23
  - for technology staff, T16–17
- TrainingCenter, T4
  - Assembling and Verifying Grades 2–12 Writing Collections*, T8, T19

- holistic rating training, resources for monitoring, T22
- login information, T21
- planning roster in, T19
- training supplemental support providers, T18

- Tutorials (student), T29
- Type 1 accommodation, T43
- Type 2 accommodation, T43
- Type 3 accommodation, T43

## U

- Unified Texas Minimum System Requirements, T27
- User Roles and Permissions for the Texas Assessment Management System, T26

## V

- Validity procedures, T24–25
  - documentation, T25, T39
- Verifiers. See Writing collection verifiers
- Virus scans, T27

## W

- Wireless network security, T27
- Writing Collection Cover Sheet and Verification Checklist, T39
- Writing collection verifiers. See also Writing collections
  - designating and training, T18–20
  - training overview, T10
- Writing collections. See also Writing collection verifiers
  - assembly and verification, T24
  - raters and verifiers, T18
  - rating process for grades 2–12, T8
  - return by raters, T39
  - storing in permanent record, T39
  - and TELPAS assessment window, T24

## X

- X = ARD DECISION, T40, T42

## Y

- Years in U.S. Schools, T14
  - and PEIMS data, T30
  - in TELPAS Combined Status Report, T38, T44
- verifying, T32